

It is the belief of Jefferson County Public Schools that as part of their global competency and college and career readiness learners should be able to demonstrate a minimum of basic user proficiency in at least one language and culture other than English.

The JCPS World Language curriculum is a performance and proficiency-based curriculum designed to develop learners': **communication skills**, and **intercultural competencies**. These skills and competencies prepare students to interact with people in our nation and around the world, as well as interpret and use information from global sources.

The World Language curriculum directly supports and strengthens the following:

- **Literacy skills**, such as: awareness of speech sounds, print awareness, reading development, the relationship between letters and sounds or words and characters, decoding, vocabulary, and comprehension;
- **Cognitive skills**, such as: problem solving, memory, flexibility, sequencing, etc.;
- **Interdisciplinary content knowledge**, such as: math functions, healthy lifestyles, world geography and climate, art works, environmental science, etc., through content-related teaching;
- **College preparedness and Career awareness**; and
- **Citizen diplomacy**, through knowledge of cultures and cultural competencies.

The following languages are taught within Jefferson County Public Schools:

Arabic	German	Latin
Chinese	Greek	Portuguese
French	Japanese	Spanish

STANDARDS

The national World Language-Readiness for Learning Language standards (www.actfl.org/sites/default/files/pdfs/World-REadinessStandardsforLearningLanguages.pdf) are composed of 5 goals: Communications, Cultures, Connections, Comparisons, and Communities. These goals are integrated naturally throughout the entire curriculum. *Communication* and *cultures* are addressed in the Can Do statements of the language and intercultural benchmarks and learning targets, most of which suggest activities that are carried out in local and global *communities*. Academic and career *connections* are evident in the content-based elements of each unit. Regular *comparisons* are made between the learner's own language and culture and that of the language studied.

Kentucky Standard for World Language Proficiency

<http://education.ky.gov/curriculum/wlang/Documents/2013%20Kentucky20Standard%20for%20World%20Lang%20Proficiency%208.16.2013.pdf>

The World Language curriculum for all languages is guided by the Kentucky Standard for World Language Proficiency, which describes 3 language competencies or modes of communication and 3 intercultural competencies (cultural competencies for classical languages).

1. Interpretive Listening & Reading	4. Investigation of Cultural Products & Practices
2. Interpersonal Communication	5. Understanding Cultural Practices

ASSESSMENT

World language proficiency is assessed through **performance**, that is, by how learners apply the language they are studying in meaningful, culturally authentic and real-life situations. Multiple forms of **formative**, or snapshot, assessment occur daily in the world language classroom through a variety of activities. Teacher observation, learner self-assessment and reflection also play a role in formative assessment and allow teachers to give feedback that improves learning. **Summative**, or end of thematic unit, assessment is handled through **integrated performance assessments** (IPAs), which are 3 tasks (interpersonal, interpretive and presentational) related around a common scenario.

A language learner's performance is reported on a proficiency scale www.actflproficiencyguidelines2012.org/. The state **Standard for World Language Proficiency** measures performance at three levels and three sublevels. Sublevels are further divided to indicate the strength of performance at that level (<http://aappl.actfl.org/aappl-measure-faqs>).

- **Novice** (N) low-1, mid-2, mid-3, high-4
- **Intermediate** (I) low-1, mid-2 mid-3, mid-4, high-5, and
- **Advanced** (A) low, mid, high.

PROGRAMS AND OUTCOMES

High School World Language Programs

High schools World Language programs offer classes that range from beginning level I to Advanced Placement and International Baccalaureate, to content-based programs (e.g., WL & Arts/Humanities). These programs are intended: a) to develop the language and cultural competencies learners need to become globally competent; b) to develop the proficiency to articulate to college-level language classes; and, c) to provide the competencies and credits needed to meet the Kentucky 4-year college admission requirement, such as the University of Louisville's 2-year requirement or Western Kentucky University's required demonstration of novice high proficiency.

High School Proficiency Benchmarks

Mode & Skill	End of 1 st year of study	End of 2nd year of study	End of 3rd year of study	End of 4th year or AP study
Interpretive Listening	Intermediate Low	Intermediate Low	Intermediate Mid-3	Intermediate Mid-4
Interpretive Reading	Novice High	Novice High-4	Intermediate Low	Intermediate Mid-2
Interpersonal Person-to-Person	Novice High	Intermediate Low	Intermediate Mid-2	Intermediate Mid-3
Presentational Speaking	Novice High	Intermediate Low	Intermediate Mid-2	Intermediate Mid-3
Presentational Writing	Novice High	Intermediate Low	Intermediate Mid-2	Intermediate Mid-3

CURRICULUM MAPS

The curriculum map for high school World Language programs is organized around the six Advanced Placement themes and covers a variety of topics. Suggested optional topics are included as examples for teachers who wish to customize an additional topic to their curriculum or for students who are interested in designing a personalized topic for study.

Themes, topics, and essential questions are listed below.

Theme	1A	2A	3A	4/AP
<i>Personal Identity</i>	It's Nice to Meet You! How do people introduce themselves?	Have a Good Day! How do people's daily routines compare?	Between You and Me. What makes a good relationship?	I Am Who I Am How does culture influence your identity?
<i>Beauty & Esthetics</i>	Getting to Know You. Who am I? Who are you?	What's Trending? How does entertainment differ across cultures?	The Arts and Me? How do people express themselves through the arts?	Art View How do the arts both challenge and reflect cultural perspectives?
<i>Contemporary Life</i>	Hanging Out! How do people across cultures have fun?	Southern Hospitality! How do I welcome visitors to my city? How do we compare to our sister city?	Pack Your bags! How does travel broaden our perspectives?	A Beautiful World How do societies and individuals define quality of life?
<i>Customized Unit</i>	i.e. Going to a New School! How do schools around the world compare?	i.e. DIY—Homes across Cultures. What does architecture tell us about life styles?	i.e. Listen to the Music! How does music reflect culture?	i.e. War & Peace. What impact does political strife have on society and systems?
	1B	2B	3B	
<i>Family & Communities</i>	We are Family! Are families the same world over?	Let's Party! What do people celebrate?	When I Was Little... How do people share memories about their past?	Our Connections How do the roles that families and communities assume differ in societies around the world?
<i>Science & Technology</i>	Let's Eat! How does what and how you eat reflect your culture?	Eat Right, Get Fit! What constitutes a healthy lifestyle?	What's on Your Mind? How do local and global events affect	Our Changing World How do developments in

			us?	science and technology affect our lives?
<i>Global Challenges</i>	What to Wear? How do clothes define us?	Help Me! How do people across cultures deal with routine health and safety practices?	Global Challenges: Career Ready! What does my future hold?	Global Awareness What environmental, political and social issues pose challenges to societies throughout the world?
<i>Optional Customized Units</i>	i.e. Sports are my life! How important are sports?	i.e. Welcome to the Derby! How do local events have a global impact?	i.e. Let's volunteer! How can I make a difference through local or global service learning?	i.e. Speaking the language of business. What is the social and economic impact of the growth of world trade?
<i>Optional Project-based or Student-designed independent unit</i>	i.e. What's your game? What types of video and social media games do people play the same across cultures? <i>Learners communicate with peers in partner schools to create a survey about gaming preferences, and share results from their study.</i>	i.e. Cleaning up the environment. What community-based efforts make a positive difference in the environment? <i>Partner schools research environmental efforts in their towns, compare data, and present results.</i>	i.e. Who's your hero? What are the shared characteristics of heroes in graphic novels and do they translate to our personal heroes? <i>Learners work in international teams to share information and draw conclusions for a visual presentation.</i>	i.e. Get Engaged! How can I work with others to enact change? <i>Learners team up with peers from another culture to identify a problem, brainstorm solutions, and take action to make a change.</i>

